



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

families and individuals, but in what proportion is not clear. Dr. McKinley had no sufficient figures to give for this period, but Mr. Bates thinks that in 1754 the 2564 who voted for Phineas Lyman represent approximately the whole number of freemen voting for nominees, which in a white population of 130,000 would be about one in ten of those who could have voted under a system of manhood suffrage. Elsewhere he puts the number of freemen at one in eight. Thus in 1754, according to this reckoning, the adult males would be 22,000, the freemen 2800, and the voters 2564. These figures may be correct, but in 1766, John Tully of Saybrook put the number of actual voters at "between 7 and 8000 freemen", and in 1767 Dr. Stiles, venturing the guess that the total number of freemen was about 12,000, says that of these 8322 voted, a little more than two-thirds, an estimate in close accord with that of Tully. Eight thousand voters in a population of 160,000 would give a proportion of one in four. Either Mr. Bates has underestimated the number of freemen and wrongly assumed that the votes cast represent the entire body of voting freemen, or else the number of freemen had greatly increased in the ensuing twelve and thirteen years, an increase for which, as far as I know, there is no evidence. In any case there can be no doubt that great electoral apathy existed in Connecticut in colonial times.

CHARLES M. ANDREWS.

The American Revolution in Our School Text-Books: an Attempt to Trace the Influence of Early School Education on the Feelings toward England in the United States. By CHARLES ALTSCHUL, with an Introduction by JAMES T. SHOTWELL, Professor of History in Columbia University. (New York: George H. Doran Company. 1917. Pp. xi, 168. \$1.00.)

THE author of this interesting study set out to learn from the examination of a limited field in the text-book histories of the United States whether there were prejudices established in the minds of children of this and of earlier generations of Americans through the kind of data taught them about the American Revolution. He wondered, as many have, why the mass of American people rallied to the moral support of France rather than of England in the Great War. Why has the country whose language we speak, whose customs we have followed, whose ideas of liberty we have inherited, and whose legal procedure has determined ours, made so little appeal to the average American? Why has this brave people, changing the very basis of their civilization from a peaceful to a militaristic one in the midst of the most frightful of wars, saving civilization itself from the brutal assault of the Prussian autocracy, and rising to a pinnacle of true fame and glorious service to mankind—why has this noble people won so little sympathy here in the land dominated by their nearest of kin? The answer in part is found by Mr. Altschul

in the manner of teaching the history of the American Revolution in our schools. Drawing his data from some ninety-three text-books, forty of which were in use twenty years ago, and the remaining fifty-three in use at present, he establishes some significant results. Of these, he finds that fourteen of the older and fifteen of the newer books deal fully with the grievances of the colonists, but make no reference to general political conditions in England prior to the American Revolution, nor to any prominent Englishman—like Pitt, Burke, Fox, and Barré—who defended the American cause. Seven of the old and five of the new mention Pitt only, but do not explain English political conditions. A small minority present those facts about British sympathizers with the American cause and their temporary political helplessness which alone can give an American reader a proper understanding of the Revolution. The distribution of the text-books of these several types in the great cities of America is given so that one may estimate the location and extent of the malign influence of the books which teach the subject in such a way as to prejudice the child's mind against England. A large part of the volume is devoted to giving extracts from the various books of the differing types. The total result is to give definite and concrete proof of an evil educational tendency of which many have been long but only vaguely aware. The book is a compilation with a moral which Professor Shotwell draws in his excellent introduction, wherein he points out that the Great War has shown the importance of the teaching of history in the formation of national ideas. He might have clinched that assertion by showing how the German to-day bases his curious arguments as to his mission in this war on premises taught him during childhood, premises unconsciously assumed by him as axiomatic but regarded by the rest of the world as unthinkable. Mr. Shotwell says fairly that text-books have as a rule been the product of limited knowledge of the actual facts, that they have for the most part persisted in perpetuating ancient, uncriticized traditions which have accumulated since the events themselves. He is perfectly right, but let him assume the rôle of a reformer and learn to his sorrow how the publisher will attack at every point the effort to tell the real and essential things in his country's history, and how having gotten through that stone wall with a small remnant of his convictions he will find that the school teachers and normal professors and all the horde of pedagogical experts will array themselves against the little truth that is left because it is not the conventional thing, the history which has been taught in the past.

C. H. VAN TYNE.

Official Letter Books of W. C. C. Claiborne, 1801-1816. Edited by DUNBAR ROWLAND, B.S., LL.B., LL.D., Director Mississippi Department of Archives and History. In six volumes. (Jackson,